English Language Arts Crosswalk
Common Core State Standards to Connecticut State Standards

CONNECTICUT

STATE DEPARTMENT OF EDUCATION

Grade 6

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
READING STRAND: READING FOR LITERATURE STANDARDS			
Key Ideas and Details			
CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CT.6.R.7** Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	There are elements of this standard in grade 5.
	CT.6.R.6 Reading Comprehension: Before and During Reading: Make and support judgments about text.	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	There are elements of this standard in grade 5.
CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular	**CT.6.R.7** Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text	We begin summary in Gr 1 with beginning, middle and end and continue through grades.

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details; provide a summary of the text distinct from personal opinions or judgments.		**A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	
	CT.6.R.11 Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	We begin summary in Gr 1 with beginning, middle and end and continue through grades.
	CT.5.R.8 Reading Comprehension: After Reading: General Understanding: Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	We begin summary in Gr 1 with beginning, middle and end and continue through grades.

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	CT.5.R.11 Reading Comprehension: After Reading: General Understanding: Summarize the major actions that define the plot and how actions lead to conflict or resolution.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	We begin summary in Gr 1 with beginning, middle and end and continue through grades.
CC.6.R.L.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**CT.6.R.12** Reading Comprehension: After Reading: General Understanding: Describe how major and minor characters change over time.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	
	CT.6.R.17 Reading Comprehension: After Reading: Developing an Interpretation: Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text	

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		B3 Use stated or implied evidence from the text to draw and/or support a conclusion	
	CT.6.R.8 Reading Comprehension: After Reading: General Understanding: Identify the type of conflict in a text and recognize how it affects the characters' actions.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	
Craft and Structure			
CC.6.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**CT.6.R.20** Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
	CT.6.R.19 Reading Comprehension: After Reading: Content and Structure:	**CMT Reading Comprehension: Examining Content and Structure**	

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	Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.	**D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
	CT.6.R.1 Vocabulary: Use word origins to determine the meaning of unknown words.		
	CT.6.R.2 Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.		
	CT.6.R.5 Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language	

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	CT.5.R.27 Reading Comprehension: After Reading: Content and Structure: Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	CT.6.R.15 Reading Comprehension: After Reading: Developing an Interpretation: Explain various subgenres of fiction based on their characteristics, e.g., science fiction, fantasy, myths, legends.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's incorporated throughout several standards in smaller chunks
	CT.6.R.20 Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's incorporated throughout several standards in smaller chunks

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	language.	**D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
	CT.6.R.10 Reading Comprehension: After Reading: General Understanding: Explain the influence of setting (historical context) on mood, character and plot.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's incorporated throughout several standards in smaller chunks
	CT.6.R.14 Reading Comprehension: After Reading: Developing an Interpretation: Explain the use of flashbacks to convey meaning.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's incorporated throughout several standards in smaller chunks
	CT.6.R.13 Reading Comprehension: After Reading: Developing an Interpretation: Explain the use of	**CMT Reading Comprehension**: **B1** Identify or infer the author's use of structure/organizational patterns	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's

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	foreshadowing and parallel plots to convey meaning.	**B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	incorporated throughout several standards in smaller chunks
	CT.6.R.19 Reading Comprehension: After Reading: Content and Structure: Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments	**CMT Reading Comprehension**: **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's incorporated throughout several standards in smaller chunks
	CT.4.R.32 Reading Comprehension: After Reading: Developing an Interpretation: Determine an author's purpose for including or omitting details to create meaning.	**CMT Reading Comprehension**: **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	This standard is asking how a part of a text influences the whole. We don't have this explicitly, but it's incorporated throughout several standards in smaller chunks
CC.6.R.L.6 Craft and Structure: Explain how an author develops the	**CT.6.R.9** Reading Comprehension: After Reading: General Understanding:	**CMT Reading Comprehension**: Forming a General Understanding	CT GLE goes farther, asking students to interpret how POV influences text.

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point of view of the narrator or speaker in a text.	Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.	**A1** Determine the main idea (nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	
CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**CT.4.R.28** Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	We don't state explicitly that we're comparing a written text to a text in a form other than written
	CT.6.W.26 Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.	**CMT Direct Assessment of Writing (DAW): Expository**	We don't state explicitly that we're comparing a written text to a text in a form other than written
Integration of Knowledge and Ideas			
CC.6.R.L.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and	**CT.7.R.18** Reading Comprehension: After Reading: Content and Structure: Evaluate ideas, themes and issues across texts.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices	We may need to bring this down to 6th grade more explicitly

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poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
	CT.7.R.9 Reading Comprehension: After Reading: Developing an Interpretation: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	We may need to bring this down to 6th grade more explicitly
	CT.7.R.17 Reading Comprehension: After Reading: Content and Structure: Evaluate how authors, illustrators and filmmakers express political and social issues.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	We may need to bring this down to 6th grade more explicitly

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Range of Reading and Level of Text Complexity			
CC.6.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**CT.6.R.4** Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	Implicit in state test expectations -- passages at grade level
	CT.6.R.28 Reading Reflection/Behaviors: Set and monitor reading goals making adjustments and corrections as needed.		Implicit in state test expectations -- passages at grade level
	CT.6.R.26 Reading Reflection/Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment.		Implicit in state test expectations -- passages at grade level
READING STRAND: READING FOR INFORMATION STANDARDS			
Key Ideas and Details			
CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CT.6.R.7** Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important	

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		characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	
	CT.6.R.6 Reading Comprehension: Before and During Reading: Make and support judgments about text.	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	
	CT.6.R.7 Reading Comprehension: After Reading: General Understanding: State both literal and/or inferred main ideas.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	

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CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**CT.6.R.11** Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	
CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**CT.6.R.11** Reading Comprehension: After Reading: General Understanding: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	Standard seems to deal with fiction more easily. We don't have the analysis of the development of an idea exactly.
	CT.6.R.20 Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use	Standard seems to deal with fiction more easily. We don't have the analysis of the development of an idea exactly.

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	picture books, logic and credibility of plots and settings, use of figurative language.	relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
Craft and Structure			
CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**CT.6.R.1** Vocabulary: Use word origins to determine the meaning of unknown words. **CT.6.R.2** Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession. **CT.6.R.3** Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts , e.g., property in science or social studies **CT.6.R.4** Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer	**CMT Degrees of Reading Power (DRP®) CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read	

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	manuals, and science and mathematical data.	**A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language	
CC.6.R.I.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**CT.6.R.20** Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
	CT.6.R.4 Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	
	CT.4.R.32 Reading Comprehension: After Reading: Developing an Interpretation: Determine an author's purpose for including or omitting details to create meaning.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the	

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		author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	
	CT.5.R.19 Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	
CC.6.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**CT.6.R.9** Reading Comprehension: After Reading: General Understanding: Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	CT GLE seems more sophisticated

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	CT.6.R.25 Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	CT GLE seems more sophisticated
	CT.6.R.29 Reading Reflection/Behaviors: Identify and explain the author's purpose for writing a particular text.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	CT GLE seems more sophisticated
Integration of Knowledge and Ideas			
CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	**CT.6.W.31** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.		

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understanding of a topic or issue.	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.R.25 Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
	CT.6.R.18 Reading Comprehension: After Reading: Making Reader/Text Connections: Explain how information in a text could be applied to understand a similar situation or concept in another text.	**CMT Reading Comprehension: Making Reader/Text Connections** **C1** Make connections between the text and outside experiences and knowledge **C2** Select, synthesize and/or use relevant information within the text to write a personal response to the text	
	CT.6.R.11 Reading Comprehension: After Reading: General Understanding: Summarize information, including	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea	

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	introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.	(nonfiction) theme (fiction) the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or idea in the text s	
	CT.6.R.6 Reading Comprehension: Before and During Reading: Make and support judgments about text.	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language	
CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**CT.6.R.24** Reading Comprehension: After Reading: Content and Structure: Decide if the author's ideas are grounded in fact.	**CMT Reading Comprehension: Forming a General Understanding** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.6.R.25 Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.	**CMT Reading Comprehension: Forming a General Understanding** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**CT.6.R.21** Reading Comprehension: After Reading: Content and Structure: understand how social, cultural and historical contexts contribute to an author's perspective	**CMT Reading Comprehension**: **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	1. We need to explicitly state that this deals with informational text. 2. We need to state, compare and contrast explicitly.
	CT.6.R.17 Reading Comprehension: After Reading: Developing an Interpretation: Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence	1. We need to explicitly state that this deals with informational text. 2. We need to state, compare and contrast explicitly.

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CCSS	CT Standard Match	CT Assessment	Notes
		from the text to draw and/or support a conclusion	
	CT.6.R.29 Reading Reflection/Behaviors: Identify and explain the author's purpose for writing a particular text.	**CMT Reading Comprehension**: **Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	1. We need to explicitly state that this deals with informational text. 2. We need to state, compare and contrast explicitly.
Range of Reading and Level of Text Complexity			
CC.6.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**CT.6.R.4** Reading Comprehension: Before and During Reading: Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data. **CT.6.R.26** Reading Reflection/Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment	**CMT Degrees of Reading Power (DRP®)** **CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the text to make predictions based on what is read **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language	

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CCSS	CT Standard Match	CT Assessment	Notes
	CT.6.R.28 Reading Reflection/Behaviors: Set and monitor reading goals making adjustments and corrections as needed.		

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
WRITING STRAND: WRITING STANDARDS			
Text Types and Putposes			
CC.6.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.	**CT.6.W.27** Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure. **CT.6.W.31** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information. **CT.6.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments.	**CMT Direct Assessment of Writing (DAW): Expository**	
CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing. **CT.6.W.36** Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.	**CMT Direct Assessment of Writing (DAW): Expository** **CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing. **CT.6.W.18** Writing Process: Draft: reread text and continue to draft over time. **CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone. **CT.6.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments. **CT.6.W.31** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information **CT.6.W.25** Writing Genres, Traits and Crafts: Narrative: Write a mystery with elements, e.g., clues, suspense, red herring.	**CMT Direct Assessment of Writing (DAW): Expository** **CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.W.1.c Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas **CT.4.W.37** Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence	**CMT Direct Assessment of Writing (DAW): Narrative** **CMT Direct Assessment of Writing (DAW):** Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and studentsin Grades 7 and 8 will write a persuasive essay.	1 C is addressed in earlier grades and continues to spiral 1 C is addressed in earlier grades and continues to spiral
CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.	**CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone. **CT.6.W.3** Capitalization / Punctuation / Usage: Use capitalization, punctuation, and usage rules from previous grades.	**CMT Direct Assessment of Writing (DAW): Expository** **CMT Editing & Revising**	This an "excellent" match with our framework 4.3 "Students use standard English for composing and revising written text" This an "excellent" match with our framework 4.3 "Students use standard English for composing and revising written text"
CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument	**CT.6.W.37** Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction	**CMT Direct Assessment of Writing (DAW): Expository**	

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
presented.			
CC.6.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**CT.6.W.27** Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.28 Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.29 Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.17 Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.18 Writing Process: Draft: reread text and continue to draft over time.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.19 Writing Process: Revise: seek and consider feedback from adults and		

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	peers to revise text for content, organization and tone. **CT.6.R.25** Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft including use of literary devices and textual elements **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts **D3** Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing. **CT.6.W.36** Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment. **CT.6.W.26** Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.	**CMT Direct Assessment of Writing (DAW): Expository** **CMT Direct Assessment of Writing (DAW): Expository** **CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	CT Standard Match	CT Assessment	Notes
	CT.6.W.27 Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.28 Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	**CMT Direct Assessment of Writing (DAW): Expository**	
CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**CT.6.W.27** Writing Genres, Traits and Crafts: Expository: Write an informational report using cause-and-effect structure.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.28 Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.29 Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.	**CMT Direct Assessment of Writing (DAW): Expository**	
	CT.6.W.18 Writing Process: Draft: reread text and continue to draft over time.	**CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.6.W.17 Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.	**CMT Direct Assessment of Writing (DAW): Expository**	
CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.	**CT.4.W.28** Writing Process: Draft: complete a draft demonstrating connections among ideas **CT.4.W.37** Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.	**CMT Direct Assessment of Writing (DAW): Narrative** **CMT Direct Assessment of Writing (DAW):** Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in Grades 7 and 8 will write a persuasive essay.	
CC.6.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.	**CT.6.R.3** Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts , e.g., property in science or social studies. **CT.6.W.29** Writing Genres, Traits and Crafts:		

GRADE 6			
CCSS	CT Standard Match	CT Assessment	Notes
	Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid. **CT.6.W.12** Capitalization / Punctuation / Usage: Use parallel construction when listing verbs particularly in informational and technical writing. * Parallel: A scientist observes, hypothesizes, and analyzes. * Not parallel: A scientist observes, hypothesized, and analyzed.		
CC.6.W.2.e Text Types and Purposes: Establish and maintain a formal style.	**CT.6.W.3** Capitalization / Punctuation / Usage: Use capitalization, punctuation, and usage rules from previous grades. **CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.	**CMT Editing & Revising**	This is a precise match with Framework 4.3 "Students use standard English for composing and revising written texts." This is a precise match with Framework 4.3 "Students use standard English for composing and revising written texts."
CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.	**CT.6.W.37** Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.	**CMT Direct Assessment of Writing (DAW): Expository**	
CC.6.W.3 Text Types and Purposes:	**CT.6.W.23** Writing Genres, Traits and Crafts:	**CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Descriptive: Expand upon one idea using additional details to create an image. **CT.6.W.24** Writing Genres, Traits and Crafts: Narrative: Write a memoir. **CT.6.W.25** Writing Genres, Traits and Crafts: Narrative: Write a mystery with elements, e.g., clues, suspense, red herring.		
CC.6.W.3.a Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**CT.5.W.32** Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.		Not an exact match Not an exact match

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**CT.7.W.24** Writing Genres, Traits and Crafts: Narrative: Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution.	**CMT Direct Assessment of Writing (DAW):** Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in Grades 7 and 8 will write a persuasive essay.	Addresses most of the CCS
CC.6.W.3.c Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone. **CT.6.W.28** Writing Genres, Traits and Crafts: Expository: Write an informational piece with a spatial order or chronological order.	 **CMT Direct Assessment of Writing (DAW): Expository**	CCS is more specific than CT CCS is more specific than CT
CC.6.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**CT.6.W.36** Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment. **CT.6.W.37** Writing Genres, Traits and Crafts:	**CMT Direct Assessment of Writing (DAW): Expository** **CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction. **CT.6.W.23** Writing Genres, Traits and Crafts: Descriptive: Expand upon one idea using additional details to create an image.	**CMT Direct Assessment of Writing (DAW): Expository**	
CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.	**CT.6.W.37** Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.	**CMT Direct Assessment of Writing (DAW): Expository**	
Production and Distribution of Writing			
CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing. **CT.6.W.18** Writing Process: Draft: reread text and continue to draft over time. **CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.	**CMT Direct Assessment of Writing (DAW): Expository** **CMT Direct Assessment of Writing (DAW): Expository**	

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.6.W.21 Writing Process: Publish/Present: publish and present final products using a range of graphics and illustrative material , e.g., photos, diagrams, threefold display, informational posters.		
CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.)	**CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.		
CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**CT.6.W.21** Writing Process: Publish/Present: publish and present final products using a range of graphics and illustrative material , e.g., photos, diagrams, threefold display, informational posters.		CCSS provides minimum number of pages in a single sitting.

GRADE 6			
CCSS	CT Standard Match	CT Assessment	Notes
Research to Build and Present Knowledge			
CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing. **CT.6.W.29** Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid. **CT.6.W.31** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.	**CMT Direct Assessment of Writing (DAW): Expository**	CT GLEs overlap the objective stated in CCSS - not explicitly stating research project, but the process leading to it. CT GLEs overlap the objective stated in CCSS - not explicitly stating research project, but the process leading to it. CT GLEs overlap the objective stated in CCSS - not explicitly stating research project, but the process leading to it.
CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**CT.6.W.17** Writing Process: Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.	**CMT Direct Assessment of Writing (DAW): Expository**	CT not as specific, but the concept is the same in nature.

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	**CT.6.W.31** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information. **CT.6.W.29** Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.		CCSS provides clearer direction to the instructor. CCSS provides clearer direction to the instructor.
CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics").	**CT.6.W.26** Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.	**CMT Direct Assessment of Writing (DAW): Expository**	CT Standard is more general but allows for the CCS
CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are	**CT.6.W.30** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments. **CT.6.W.29** Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g.,		Using Grade 7 standard, this is a perfect match Using Grade 7 standard, this is a perfect match

GRADE 6			
CCSS	CT Standard Match	CT Assessment	Notes
not").	application for student body office, presentation software as a visual aid.		
CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CT.6.W.18 Writing Process: Draft: reread text and continue to draft over time. CT.6.W.19 Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone. CT.6.W.20 Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing. CT.6.W.21 Writing Process: Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters. CT.6.W.22 Writing Process: Reflect: use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.	**CMT Direct Assessment of Writing (DAW): Expository**	CT assumes the writing process is incorporated in all classrooms over time or writing to specific prompts for a predetermined timeframe. CT assumes the writing process is incorporated in all classrooms over time or writing to specific prompts for a predetermined timeframe. CT assumes the writing process is incorporated in all classrooms over time or writing to specific prompts for a predetermined timeframe. CT assumes the writing process is incorporated in all classrooms over time or writing to specific prompts for a predetermined timeframe. CT assumes the writing process is incorporated in all classrooms over time or writing to specific prompts for a predetermined timeframe.

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS			
Comprehension and Collaboration			
CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**CT.6.OL.2** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.		
CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**CT.6.OL.2 L** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews. **CT.6.OL.3** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed. **CT.6.OL.5** Listening / Speaking: relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning		CT assumes student comes to group discussions prepared. CT assumes student comes to group discussions prepared. CT assumes student comes to group discussions prepared.

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**CT.6.OL.2** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews. **CT.6.OL.1** Listening / Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.		CCSS more specific in nature - roles, deadlines and goals. CCSS more specific in nature - roles, deadlines and goals.
CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**CT.6.OL.1** Listening / Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances. **CT.6.OL.2** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews. **CT.6.OL.5** Listening / Speaking: relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning		

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**CT.6.R.25** Reading Comprehension: After Reading: Content and Structure: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.		CT standard addresses one of the three to four expectations in CCSS. Explaining how "information presented in diverse media and formats contributes to a topic or study.." not addresses by CT.
CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**CT.4.R.27** Reading Comprehension: After Reading: Developing an Interpretation: Distinguish fact vs. opinion in text.		
Presentation of Knowledge and Ideas			
CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**CT.6.OL.3** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed. **CT.6.OL.1** Listening / Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.		CCSS very specific in nature and more demanding. CCSS very specific in nature and more demanding.
CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia	**CT.6.OL.3** Listening / Speaking: Make oral presentations that show appropriate		CCSS addresses multimedia to clarify information. - CT much more general.

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	consideration of audience, purpose and information to be conveyed.		
CC.6.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)	**CT.6.OL.4** Listening / Speaking: Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.		CCSS requires application rather than just analysis (CT).

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
LANGUAGE STRAND: LANGUAGE STANDARDS			
Conventions of Standard English			
CC.6.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**CT.6.OL.1** Listening / Speaking: Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances. **CT.6.OL.5** Listening / Speaking: relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning		
CC.6.L.1.c Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*	**CT.6.W.10** Capitalization / Punctuation / Usage: Show agreement of pronoun and its referent, e.g., A person needs his or her own space. **CT.6.W.11** Capitalization / Punctuation / Usage: Maintain consistent person.		
CC.6.L.1.e Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**CT.6.OL.4** Listening / Speaking: Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.		CCSS more specific in nature.

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**CT.6.W.3** Capitalization / Punctuation / Usage: Use capitalization, punctuation, and usage rules from previous grades. **CT.6.W.4** Capitalization / Punctuation / Usage: Capitalize languages, races, nationalities and religions. **CT.6.W.5** Capitalization / Punctuation / Usage: Use commas in appositives, e.g., Bob, the dog, was fun. **CT.6.W.6** Capitalization / Punctuation / Usage: Use commas to set off direct address, e.g., Mom, may I go to the movies? **CT.6.W.7** Capitalization / Punctuation / Usage: Use apostrophe to show quotation within a quotation in dialogue, e.g., He said, "Mom said, 'Clean your room **CT.6.W.8** Capitalization / Punctuation / Usage: Use parentheses, e.g., A hypothesis (prediction) is a critical component of a scientific investigation.		

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.6.W.9 Capitalization / Punctuation / Usage: Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., I studied late into the night; consequently, I passed the test.		
CC.6.L.2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	**CT.6.W.5** Capitalization / Punctuation / Usage: Use commas in appositives, e.g., Bob, the dog, was fun. **CT.6.W.6** Capitalization / Punctuation / Usage: Use commas to set off direct address, e.g., Mom, may I go to the movies? **CT.6.W.8** Capitalization / Punctuation / Usage: Use parentheses, e.g., A hypothesis (prediction) is a critical component of a scientific investigation.		
CC.6.L.2.b Conventions of Standard English: Spell correctly.	**CT.6.W.1** Spelling: Use spelling rules and patterns from previous grades. **CT.6.W.2** Spelling: Use multiple strategies to spell. Examples: * visual patterns, e.g., tough/enough/rough, right/night * homophones, e.g., read and reed		

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	* affixes, e.g., in-, im-, -spect, -fer * roots, e.g., bio, graph		
Knowledge of Language			
CC.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**CT.6.R.1** Vocabulary: Use word origins to determine the meaning of unknown words.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.23 Writing Genres, Traits and Crafts: Descriptive: Expand upon one idea using additional details to create an image.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.24 Writing Genres, Traits and Crafts: Narrative: Write a memoir.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.25 Writing Genres, Traits and Crafts: Narrative: Write a mystery with elements, e.g., clues, suspense, red herring.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.26 Writing Genres, Traits and Crafts: Expository: Write a compare-contrast essay, grouping similarities together and differences together.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.27 Writing Genres, Traits and Crafts: Expository: Write an informational		Collective match using CT standards - some aspects of CCSS not addressed.

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	report using cause-and-effect structure.		
	CT.6.W.29 Writing Genres, Traits and Crafts: Expository: Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.30 Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece using "least to most important" arguments.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.31 Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece that incorporates research and information.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.32 Writing Genres, Traits and Crafts: Poetic: Write an ode.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.33 Writing Genres, Traits and Crafts: Poetic: Write a carpe diem.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.34 Writing Genres, Traits and Crafts: Poetic: Write a tanka.		Collective match using CT standards - some aspects of CCSS not addressed.

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.6.W.36 Writing Genres, Traits and Crafts: Poetic: Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.		Collective match using CT standards - some aspects of CCSS not addressed.
	CT.6.W.37 Writing Genres, Traits and Crafts: Poetic: Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction		Collective match using CT standards - some aspects of CCSS not addressed.
Conventions of Standard English			
CC.6.L.1.a Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).	**CT.5.W.16** Capitalization /Punctuation / Usage: Use subject vs. object pronouns correctly, e.g., I vs. me.		CT standard addresses two of the three expectations in CCSS.
Knowledge of Language			
CC.6.L.3.a Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**CT.5.W.46** Writing Genres, Traits and Crafts: Poetic: Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: Laughing loudly, they walked down the hall; write a variety of sentence structures, e.g., Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short; write with a		

GRADE 6			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	sense of rhythm, and may use fragments in dialogue as appropriate.		
CC.6.L.3.b Knowledge of Language: Maintain consistency in style and tone.*	**CT.6.W.19** Writing Process: Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.		Inferred in CT GLE
Vocabulary Acquisition and Use			
CC.6.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	**CT.6.R.1** Vocabulary: Use word origins to determine the meaning of unknown words. **CT.6.R.2** Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession. **CT.6.R.3** Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts , e.g., property in science or social studies. **CT.6.R.5** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.		CCSS more specific. CCSS more specific. CCSS more specific. CCSS more specific.

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**CT.6.R.5** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.		CCSS more specific in nature.
CC.6.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	**CT.6.R.2** Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession.		
CC.6.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**CT.6.W.20** Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.		CT GLE broad - CCSS more specific in nature.
CC.6.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**CT.5.R.3** Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.		

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.6.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**CT.6.R.1** Vocabulary: Use word origins to determine the meaning of unknown words. **CT.6.R.2** Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession. **CT.6.R.20** Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.		
CC.6.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.	**CT.6.R.19** Reading Comprehension: After Reading: Content and Structure: Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments. **CT.4.W.34** Writing Genres, Traits and Crafts: Narrative: Write a myth, legend or fantasy piece, using literary devices, e.g., personification, metaphor,		

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CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	hyperbole.		
CC.6.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**CT.6.R.3** Vocabulary: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts , e.g., property in science or social studies.		